



SEND Information Report
November 2025

Welcome to our SEND Information Report, this is part of the Nottingham City Local Offer for learners with Special Educational Needs and Disabilities (SEND). Nottingham City Council's full Local Offer, which is intended to be an important resource for parents/carers for understanding the range of provision and services in the local area, can be found at: [Special Education Needs & Disabilities Local Offer | Ask Lion - Nottingham City Directory](#)

All governing bodies of maintained schools and academies have a legal duty to publish information on their website about the implementation of the governing body's policy for childrens with SEND. This information is updated annually and reflects the provision for childrens with SEND throughout the year.

At Henry Whipple Primary School, we firmly believe that all children have a right to equal access to a broad, balanced and relevant education. We aim to be a school that is inclusive of all childrens for whom placement in a mainstream school is appropriate. We encourage all childrens to give their best and to reach their potential.

At Henry Whipple Primary, we embrace the fact that every child is different, and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Winter (SENCO) to discuss your concerns.

1. What kinds of Special Educational Needs are provided for at Henry Whipple Primary School?	Henry Whipple Primary School is a fully inclusive mainstream school which strives to create a sense of community and belonging for all our childrens. We have high expectations and ensure that all childrens are provided with a broad and balanced curriculum and good quality first teaching, enabling them all to progress personally, emotionally, socially and academically in all curriculum areas. We have systems in place for early identification of barriers to learning and participation and provide for the following areas of need as outlined in the SEND Code of Practice 2015: • Communication and Interaction Needs • Cognition & Learning Needs • Social, Emotional & Mental Health Needs • Sensory & or Physical Needs
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2. How do we identify children with SEND and how do we assess their needs?	At different times in their school life, a child or young person may have a special educational need. The SEND code of Practice defines a Special Educational Need as follows: <i>“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:</i> <i>(a) have a significantly greater difficulty in learning than the majority of others of the same age: or</i> <i>(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”</i> Children who are experiencing difficulties are identified and assessed by: discussions with colleagues, parents and carers, observations, termly Pupil Progress meetings, reading and phonics tests, data analysis, specific standardised assessments and advice from the Education Support Team (including speech and language, behaviour support & autism teams). Where childrens’ progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEND Support may need to be made. If you have any concerns regarding your child’s progress or well-being, then please speak to either your child’s class teacher. Mrs Sarah Winter (SENCO and Deputy Head) to discuss further.
3. Who is our Special Educational Needs Coordinator (SENCO)?	Mrs Sarah Winter is our SENCO. You can contact her via the school office on: 0115 9155723 or email her at: admin@henrywhipple.nottingham.sch.uk Our SEND Governor is Hannah Webster You can contact her via the school office on: 0115 9155723 or email her at: admin@henrywhipple.nottingham.sch.uk
4. How do we consult parents and carers of children with SEND and involve them in their child’s education?	Parents and carers are actively encouraged to be partners in their child’s education. The class teacher is, in the first instance who to discuss your child’s progress or any concerns you may have. You may also share information about what is working well at home and school, so similar strategies can be used. The SENCO is also available to discuss any concerns/worries you may have.

	Please make an appointment to speak with staff to ensure quality dedicated time for the discussion. This could be face-to face or via phone call. SENCO will feedback information from other professionals and will share their report with you where appropriate/requested. You will be involved with the reviewing of your child's personal targets at SEN review meetings or parent consultation evenings. Parents and carers of children in receipt of an Education Health Care Plan (EHC Plan) are also invited to attend a formal Annual Review. Parents and carers are also involved by: • Parent questionnaires • Phone conversations • 'Learning Together' events • Informal conversations • Annual reports • Parent consultation meetings • Believe, Belong, Achieve Assemblies • Stay and Learn sessions in Foundation • Regular reviews of children's individual learning plans and passports via Edu Key. (see SEND policy for further information)
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5. How do we consult children and young people with SEND and involve them in their education?	• Pupil Questionnaires • Assessment in class • Sharing children's individual learning plans and passports via EduKey • Children giving their views on learning plans, their progress and information about them on passports via Edukey • Reviewing school policies • Specific responsibilities (examples- School Ambassadors) All children, including those with SEND, are involved in setting and reviewing their own targets together with their class teacher, as part of the continuous graduated response. Child voice is frequently used to gather children's thoughts and opinions on their learning and provision. Children with EHCPs are invited to contribute to the Annual Review process through the 'My Views' documentation from an early age and to attend the meetings when they are older.
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6. What is our approach to teaching children with SEND?	All children are part of a mainstream class and have access to high quality first teaching alongside their peers, where learning is personalised and adaptations are in place to ensure all children can access the curriculum. When a child is identified as having SEND, we will provide support that is 'additional to' or 'different from' our 'scaffolded' curriculum. This additional support will be tailored to meet the child's needs and is intended to overcome their identified barrier to learning. When implementing extra, we engage in the graduated response: Assess, Plan, Do and Review. Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments. Plan – identifying the barriers for learning and planning the additional support (or additional teaching) that will help overcome these barriers. A baseline assessment takes place at the start, which provides a point of reference for measuring the progress made by the child and a target outcome is set. From this an individual learning plan is made outlining the provision and support that the child will receive. This will also be reflecting in individual pupil passports via Edukey. These are shared and reviewed with parents and where appropriate children. Do - providing the support – extra assistance for learning – as set out in the plan. This support may be provided in class, or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs and is documented on the child's individual and school provision maps. The additional teaching may be delivered by the class teacher, specialist teacher or by a teaching partner. Its impact will be monitored closely and shared regularly with the child and with their parents and carers. Some children may also require access to specialist equipment/technology e.g. writing slopes, computers or recording devices Review – measuring the impact of the support provided, and considering whether changes to that support need to be made. The child, parents or carers, teacher, SENCO and when necessary, outside agencies contribute to this review. This stage then informs the next cycle.
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7. How do we evaluate the effectiveness of the provision made for children and young people with SEND?	Your child's progress is continually monitored by his/her class teacher and the SENCO and his/her progress is reviewed formally every half term in reading, writing and maths. Children identified as not making progress may then have targeted support to address areas of concern. Where children have been identified as having additional needs, the class teacher will outline the any additional provision designed to accelerate progress on the individual learning plan and share with parents/ carers. Progress against the set targets is reviewed and shared with parents and formally reviewed by the Head Teacher, SENCO and class teacher Link SEND policy for further information: • Formal parent meetings held 5 times a year in October, December, March, June and July. Target setting for next academic year will be during the July meeting The progress of children with an EHCP will be formally reviewed at an Annual Review with all adults involved with the child's education. Attainment and progress are monitored closely by the Head Teacher, Deputy Head, SENCO and other members of the leadership team, through regular book scrutiny, lesson observations and termly pupil progress meetings with the class teacher to ensure that the needs of all children are met and that the quality of teaching and learning is high. The effectiveness of SEND provision within the school is also monitored and evaluated through the following: • SEND policy reviewed annually • SEND information report reviewed annually • Comparison of schools performance • Meetings and monitoring with SEND Governor • Annual SEND report to Governors
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8. How is the budget allocated to provide extra support?	The school budget includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs in consultation with the school governors on the basis of needs in the school. The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including: • The children getting extra support already • The children needing extra support • The children who have been identified as not making as much progress as would be expected • The type of support to be implemented. From this information, they decide what resources/training and support is needed. The school identifies the needs of children with SEND on individual passports and learning plans via Edukey. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.
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9. How do we prepare and support children when they are joining or leaving our school or moving on to a new class within school?	We recognise that transitions can be challenging for a child with SEND, and we take steps to ensure that any transition is as smooth as possible. We support transition when starting Foundation by: • Visits to Foundation – personalised times within capacity/where needed to support individuals • Expectations meetings for parents • Invitations to outside agencies working with children such as portage worker • Liaising with previous settings and other professionals to share information We support transition from another school by: • Visit to new class and meet the teacher on transition day • Opportunity for parents to meet the new teacher on transition day • Liaison between SENCOs to share information • Collection / delivery of data • Support for transitions from outside agencies e.g. Behaviour Support Service
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	• Passports, learning plans or EHC plans for children with SEND put in place We support transition between classes/Key stages by: • Transition days to visit to new class and meet the teacher • Additional visits to new class and new environments for children with SEND • Meet the new teacher sessions for parents / carers • Liaison between SENCO, class teachers and parents/carers • Liaison meetings between teachers to share information • Additional adult support during transition days • Teaching Partners (TPs) liaise to share information • SEND children will have opportunities to work with their new teacher and TPs during summer term • Support for transitions from outside agencies e.g. Behaviour Support Service & Inclusive Education Services We support transition to Secondary School by: • Additional visits to Secondary School • Liaise with Secondary School SENCO • Provide additional adult support during secondary school activity days • Support for transitions from outside agencies e.g. Behaviour Support Service & Inclusive Education Services • Close links with Local Secondary Schools • Transfer days • Transition Passports where appropriate
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10. How do we help to prepare children for adulthood?	Our school is committed to working with all of its childrens to ensure that they develop confidence and take pride in becoming responsible citizens who will contribute positively to society. We promote these values through a curriculum which has a centre based on PHSE and wellbeing, a positive behaviour system and high expectations for all.
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11. How do we adapt the curriculum and learning environment for children and young people with SEND?	Children's needs are identified and reviewed regularly to enable us to cater for individual needs. Adaptations to the curriculum and learning environment include: • Dyslexia friendly classrooms including children's exercise books with cream paper • Additional resources to support access to the curriculum for example pencil grips/coloured overlays • Pupil passports • Adaptations to overcome barriers to learning • Use of manipulatives to aid understanding • Further adapted and scaffolded work for those with significant needs • Teaching partners and/or teachers to provide additional teaching time where needed • Visual timetables • Class teachers are aware of the needs of each individual child • SENCO ensures all staff understand the needs of children with SEND • Lesson observations and learning walks by the SENCO and senior leaders in curriculum areas to monitor SEND provision • Reports by outside agencies shared with all necessary staff • Scaffolding used to support children's learning • Wheelchair accessible toilets/lift • ICT e.g. sound tins, laptops, ipads
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12. How are the teachers in school supported to work with children with SEND and what training do they have?	SENCO • SENCOs are qualified, experienced class teachers • SENCOs attend network meetings • SENCOs attend relevant training • SENCOs ensure all staff are informed of SEND developments • SENCOs seek advice from specialists and SEND advisors for additional expertise • The SENCO helps to support the teachers in planning provision for children with SEND. All Staff • All class teachers are highly trained to support children with a wide range of needs • Teaching partners receive regular training opportunities • All staff are dyslexia friendly classroom trained • Teaching partners support children with medical, physical, behavioural and learning needs, some are trained for example in the use of Epi-Pen/diabetes. • Some Teaching partners are trained to deliver Behaviour support programmes for example practice based on Theraplay principles • Staff are familiar with and can access R2i (Routes to Inclusion) resources & CAHMS Amazing Me • Teaching Partners trained to deliver Little Wandle Phonics, fluency and Social Emotional (SEMH) assessments • 2 teaching partners Forest Schools trained • 1 teaching partner trained in Yoga for children External Supporting Bodies • Other professionals are consulted when further expertise and knowledge is required to support the needs of the children and their families. • Speech and Language therapist to advise staff, deliver programmes and provide resources • Occupational therapists and physiotherapists for children who need additional support • Educational Psychologists • Support from specialist teachers e.g. dyslexia • Behaviour Support Service • Support services to support childrens with Autistic Spectrum condition • Support from Local Authority Services when required for training and advice • Looked After Children Support Service support children under the care of the local authority.
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13. How are children and young people with SEND able to engage in activities available and young people in school who do not have SEND?	We ensure that all children have equal opportunities. Our children are proactively encouraged to join in with a wide range of extracurricular and enrichment activities, which are provided during or after school. Our children are encouraged and guided as to how to be an active citizen in and out of school. All children are encouraged to take part in a range of learning away activities and residential. An Individual Risk Assessment is compiled where appropriate which may include children with SEND and extra support is provided to enable all children to participate in extra-curricular activities unless Health & Safety is compromised. The accessibility of venues is carefully considered during the planning stages. We hold annual child voice surveys.
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14. How do we support the emotional development and overall well-being of our children?	• Annual – for example actively participate in Anti-Bullying Week • Behaviour policy includes guidance on expectations which is implemented across the school • Staff model treating everyone with respect • Assemblies and supports the schools Believe, Belong Achieve ethos • PSHE lessons promote and support the social and emotional development of the children as well as providing a platform to discuss issues around bullying • Cyber bullying is covered with both computing and PSHE curriculum and assembly program • The Behaviour Support Service and Include team provides support for children with Emotional and Social needs • R2i (Routes to Inclusion) resources are available & CAMHS Amazing Me • 2 teaching partners are Forest Schools trained • Staff trained in the use of Thera-play principles • 'Headspace' sessions – 1:1 or small group to support specific area of SEMH need
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15. Who are the people providing services to children with SEND in our school?	Our School provision includes: • SENCO coordinating provision across the school • All staff are trained to deliver quality first teaching to all children including children with SEND. All teaching staff adapt to suit the individual learning needs of all children. • Teaching Partners are well trained to support all groups of children particularly children with additional learning needs. • Ongoing Continual Professional Development (CPD) opportunities. We liaise with a range of other professionals and voluntary organisations to support children and their families. Examples: Local Authority Provision: Educational Psychology Service Behaviour Support Team Autism Team Inclusive Education Service Health Provision links: School Nursing team Occupational Therapy Physiotherapy CAMHs (Child and adolescent mental health service) Speech and Language team NST Provision: CPD opportunities for all staff SENCO Network meetings We also work closely with families to help signpost them to additional services and support. Whenever an additional agency is considered for providing support to a child and/or their family, discussions will take place to make clear the purpose for the possible involvement. Written parental consent will always be obtained from parents/carers. Parents/carers will be kept informed of any feedback or where appropriate for example through the sharing of written reports from professionals.
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16. What are our arrangements for handling complaints from parents of children with SEND about the provision made by the school?	We always try to do our very best to work with parents/carers and listen to any concerns you may have and therefore ask that you contact your child's teacher first. If you feel that the matter is unresolved you can also seek to talk to. Mrs Winter (Deputy Head/SENCO. However, if a parent/carer continues to be unhappy with the provision for their child, they can refer to the Complaints Policy which can be found on the school website or which can be obtained from the school office.
17. How do we support children who are Looked After and have SEND?	See our Looked After Policy for details about how Looked after children are admitted and supported in school. If a Looked After Child has an identified SEN need we will plan and review support as appropriate. This information will be shared during PEP meetings so that all relevant parties are informed. We are particularly mindful of SEMH needs within this group of children and will do our best to support. If a Looked After Child is at risk of exclusion, this will be shared with the local authorities Virtual school to ensure appropriate provision is put into place.